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ABSTRACT

The purposes of this teacher training module are to: 1) develop awareness and understanding of the affective domain of learning, values, and the valuing process, and 2) develop competency in using teaching strategies designed to help children clarify their values. A sequence of activities is designed to develop enabling and terminal competencies in writing a value clarification lesson plan, in demonstrating an affective teaching strategy, in classifying affective pupil behaviors, in writing behavioral objectives, in determining the stage of the valuing process, and in identifying several alternatives of behavior. The first part of the document deals with an examination of Bloom's taxonomy of the affective domain. The valuing process is examined in the second part of the module. Presented in the 3rd section is a teaching strategy built around an unfinished story that will help children identify alternatives to a problem situation and to examine possible consequences of each alternative. Appendices include additional activities and a bibliography of materials for teaching about values. Related modules are SO 005 443 through SO 005 449. (Author/SJM)

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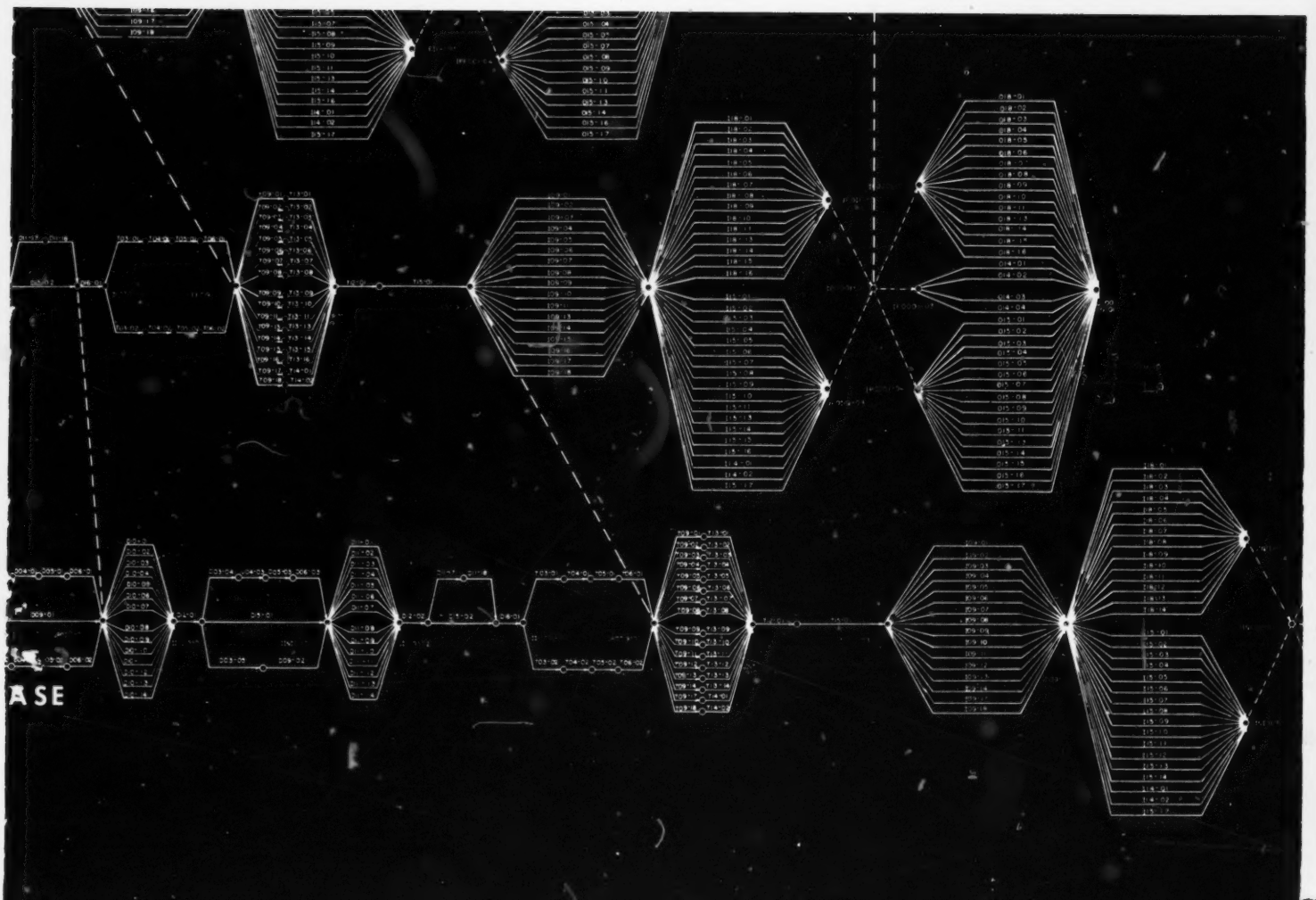

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# SOCIAL STUDIES FOR THE ELEMENTARY SCHOOL

## PROFICIENCY MODULE #5

## VALUES AND THE VALUING PROCESS

Written by

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# INTRODUCTION

During the social studies curriculum reform decade of the 1960's, much attention was focused on the structure of knowledge of the social sciences and the cognitive achievement of pupils. What will be the curriculum thrusts of the 1970's? What proficiencies should you, the prospective teacher, be developing to prepare you for the present and the future? Walsh has summarized the general feeling of "what's ahead."

> "Prominent authorities predict that values and the valuing process will be the areas in social studies receiving predominant attention in the coming years. There are many who will applaud such long overdue emphasis, for the attitudinal dimension of social studies is generally recognized as the weakest link in the instructional chain. Stress on this area is propitious for another reason also. Marked value differences, if not conflicts, are the basis of the generation gaps between parents and their children. Indeed, such conflicts between the values of the young and the Establishment are the foundations for the alienation of the new society from the old, and for the repudiation of society's traditional rules and regulations. This sort of value-oriented turbulence brings into question not only the entire value system of the nation, but also raises questions concerning the direction and efficacy of society's institutions charged with guiding attitudinal development in the young."[1]

[1]Huber M. Walsh, "Teaching Valuing," in An Anthology of Readings in Elementary Social Studies, National Council for the Social Studies, Washington, D.C., 1971, p. 73.

The purposes of this module are to (1) develop awareness and understanding of the affective domain of learning, values, and the valuing process, and (2) develop competency in using teaching strategies designed to help children clarify their values.

## BEHAVIORAL OBJECTIVES

The sequence of activities contained in this module are designed to develop enabling and terminal competencies listed in the following behavioral objectives.

I. Terminal Objectives

A. Given information on the valuing process, the reader will write a value clarification lesson plan using an original problem-conflict situation.

B. Using the above lesson plan with elementary pupils of a grade level of choice, the reader will demonstrate an affective teaching strategy based on a problem-conflict situation. (Note: the reader may wish to delay the completion of this objective until completion of Module #6

in order to incorporate role-playing strategies in the lesson.)

II. Enabling Objectives

A. Given a list of affective pupil behaviors, the reader will utilize the affective taxonomy developed by Krathwohl and others in classifying each behavior.

B. Given descriptions of affective categories of behavior, the reader will write a benavioral objective for each category.

C. Given a series of teacher statements, the reader will use the criteria of Raths' valuing process to determine the stage of the valuing process suggested by each teacher statement.

D. Given a problem-conflict situation based on a value, the reader will identify several alternatives of behavior to the problem and possible consequences of each alternative of behavior.

## PART I - THE AFFECTIVE DOMAIN

Up to this point you have been primarily concerned with cognitive objectives of social studies education. A second category of objectives includes interests, attitudes, appreciations, ideals, values, etc., and, in general, the "feeling" dimension of social studies. This feeling dimension is often called the affective domain. Cursory examination of any elementary social studies program will reveal affective objectives such as:

1. A social studies program should enable the individual to develop his own values rationally.
2. To develop attitudes of open mindedness, tolerance, and cooperativeness.
3. To develop interest in our cultural heritage.
4. An appreciation of the rights, privileges, and duties of citizenship in a democracy.

The above objectives are very general and vague; they do not delineate what behavior pupils will exhibit. In an effort to more precisely categorize <u>behaviors</u> in the affective domain, let's first examine the taxonomy of the affective domain developed by Bloom, Krathwohl, and others.

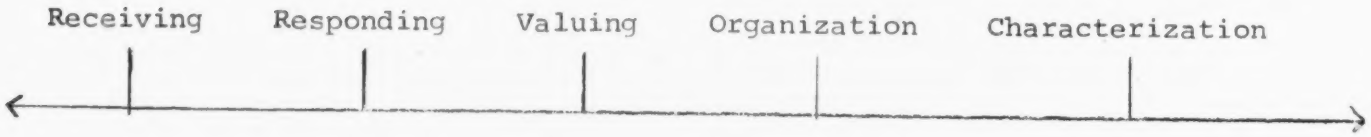
The authors used a continuum model to depict the affective domain. The continuum progresses from a point at

which the individual is only aware of a phenomena and perhaps willing to attend to it (Receiving). At the next level the individual responds to the phenomena with a positive feeling (Responding). Later he may go out of his way to respond (Valuing). At a further point in time he conceptualizes his behavior and feelings and begins to organize the conceptualizations into a structure; that is, he brings values into an order relationship with one another (Organization). This structure of values develops until it may become an outlook on life or a philosophy of life (Characterization).

The entire process is often referred to as "internalization," - the process by which an interest, value, etc. gradually becomes a part of the person. Figure 1 illustrates this process.

FIGURE 1

AFFECTIVE DOMAIN CONTINUUM



As elementary school teachers, you will be primarily concerned with the first three levels of the affective taxonomy--Receiving, Responding, and Valuing. Below are capsule definitions and behavioral objectives for these three levels.

Receiving

Willingness to receive or attend to a certain stimuli or phenomena.

Example Recieving Objectives:

The pupil will observe the different geometric shapes represented in the classroom.

The pupil will listen to others with respect.

Responding

The pupil is sufficiently motivated that he is actively attending; he is committing himself in some small measure to the phenomena or stimuli involved. He may respond with a positive feeling.

Example Responding Objectives:

The pupil will read the assigned pages in the social studies textbook.

The pupil will voluntarily read a newspaper designed for young children. (The Weekly Reader)

The pupil will enjoy preparing a social studies exhibit for the class.

Valuing

The pupil perceives a stimuli or phenomena as having worth and may demonstrate behavior related to the phenomena. Valuing behavior is motivated not by the desire to comply or obey, but by the individual's commitment to the underlying value guiding the behavior.

Example Valuing Objectives:

The pupil will attempt to influence others to behave or act in a manner that will promote group cooperation.

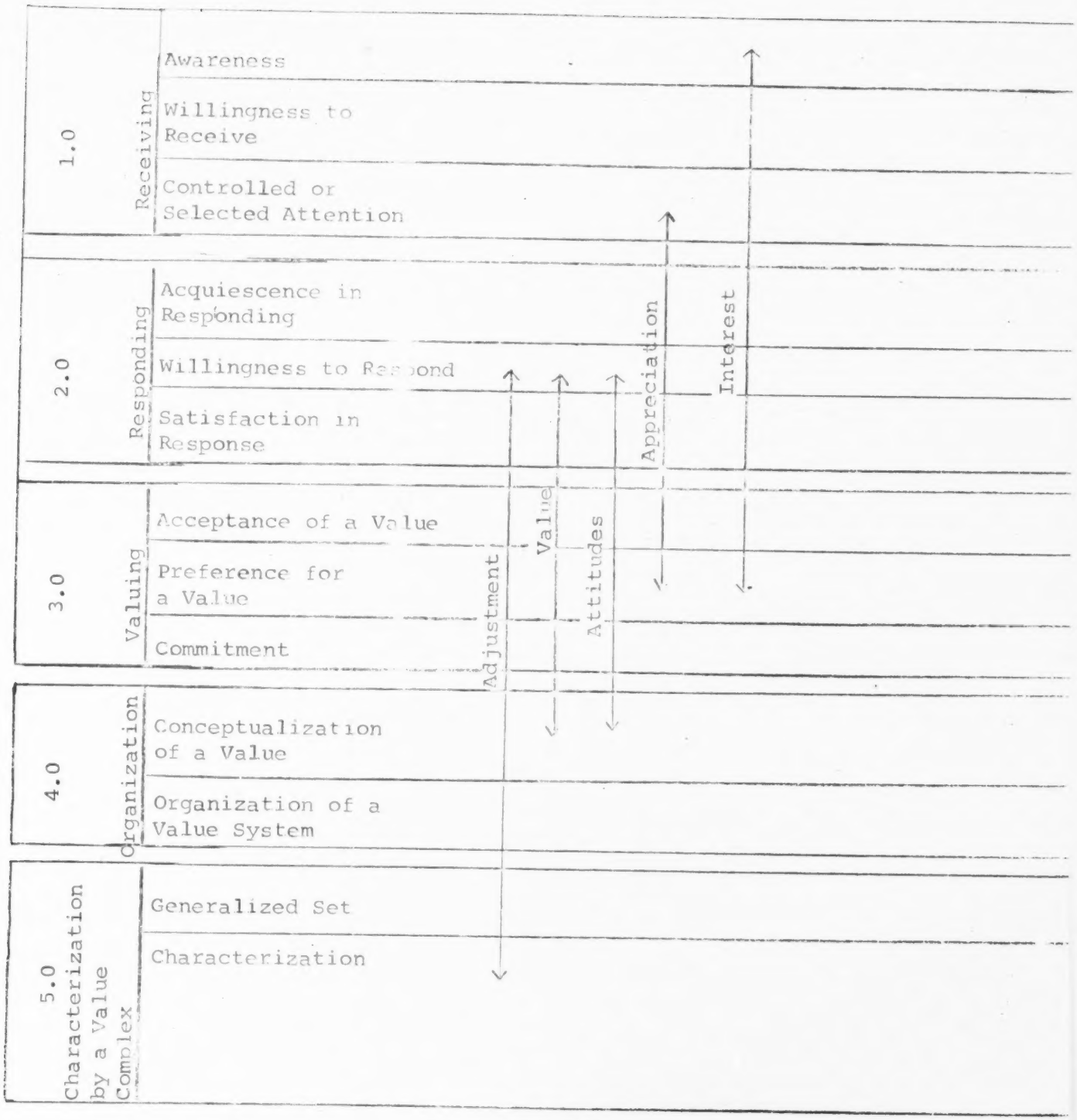
The pupil will volunteer his time to a school service organization.

Comparing what you now know about the cognitive and affective taxonomies, you might say that the cognitive domain represents "can-do" responses or behaviors and the affective domain represents "will-do" responses or behaviors.

In order to understand such broad affective objectives referred to earlier (interests, attitudes, appreciations, etc.), it is helpful to see the wide range of affective behaviors that such broad objectives can include. Figure I depicts the affective behaviors that can be represented by such general objectives. Using Figure I you can see that an objective such as "the pupil will appreciate..." could call for receiving, responding, or valuing behaviors.

Figure 1




1.0
Receiving
Awareness
Willingness to Receive
Controlled or Selected Attention
2.0
Responding
Acquiescence in Responding
Willingness to Respond
Satisfaction in Response
3.0
Valuing
Acceptance of a Value
Preference for a Value
Commitment
4.0
Organization
Conceptualization of a Value
Organization of a Value System
5.0
Characterization by a Value Complex
Generalized Set
Characterization
Adjustment
Value
Attitudes
Appreciation
Interest

Since general affective objectives can mean so many different things, the teacher-trainee needs a repertoire and understanding of affective behavioral terms that are more precise in communicating just what behavior an individual demonstrates to exhibit accomplishment or attainment of an affective objective. Table I presents several behavioral terms for each of the five levels of the affective domain.

Table I

Examples of General Instructional Objectives and Behavioral Terms for the Affective Domain of the Taxonomy

| | | Illustrative General Instructional Objectives | Illustrative Behavioral Terms for Specific Learning Outcomes |
|---|---|---|---|
| 1.0 | Receiving | Listens attentively<br>Shows awareness of the importance of learning<br>Shows sensitivity to human needs and social problems<br>Accepts differences of race and culture<br>Attends closely to classroom activities | Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits erect, replies, uses |
| 2.0 | Responding | Completes assigned homework<br>Obeys school rules<br>Participates in class discussion<br>Completes laboratory work<br>Volunteers for special tasks<br>Shows interest in the subject<br>Enjoys helping others | Answers, assists, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes |
| 3.0 | Valuing | Demonstrates belief in the democratic process<br>Appreciates good literature (art, music)<br>Appreciates the role of science, history and other subjects in everyday life.<br>Shows concern for the welfare of others.<br>Demonstrates a problem-solving attitude<br>Demonstrates a commitment to social improvement | Completes, describes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works |

Norman Gronlund, Stating Behavioral Objectives for Classroom Instruction, (New York: The McMillan Company, 1970) p. 23.

| | | | |
|---|---|---|---|
| 4.0 | Organization | Recognizes the need for balance between freedom and responsibility in a democracy<br>Recognizes the role of systematic planning in solving problems<br>Accepts responsibility for his own behavior<br>Understands and accepts his own strengths and limitations<br>Formulates a life plan in harmony with his abilities, interests, and beliefs | Adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes |
| 5.0 | Characterization | Displays safety consciousness<br>Demonstrates self-reliance in working independently<br>Practices cooperation in group activities<br>Uses objective approach in problem solving<br>Demonstrates industry, punctuality and self discipline<br>Maintains good health habits | Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies |

## Activity 1

For each of the following objectives select the category of the affective domain that is most appropriate (Receiving, Responding, or Valuing).

_____ 1. The pupil will defend or come to the aid of other pupils who are being mistreated.

_____ 2. The pupil will listen to several selections of music to determine national origin of each selection.

_____ 3. The pupil enjoys reading books about the Civil War.

_____ 4. The pupil will write letters to governmental authorities on issues he feels strongly about.

_____ 5. The pupil will obey the classroom rules concerning being courteous to others.

_____ 6. In group discussion, the pupil will draw reticent members of the group into the discussion.

_____ 7. The pupil will attend while others are giving reports to the class.

_____ 8. The pupil will present an outside-of-class project to the other pupils.

_____ 9. The pupils will watch the film "Canada-Our Northern Neighbor" in order to obtain information for group reports.

_____ 10. The pupil will go to the public library to find social studies source material when asked to do so.

## Activity 2

In the space provided below write at least one social studies behavioral objective for each of the first three levels of the affective domain (Receiving, Responding, Valuing). You may shorten the objectives to include only the person performing and the behavioral term (see the objectives given in Activity 1).

If you wish more direction, assume that you have noticed signs of prejudice in your elementary classroom and want to develop some activities, experiences, lessons, etc. to combat this attitude. What might be some appropriate affective objectives for your instruction?

Receiving--

Responding--

Valuing--

## PART II. THE VALUING PROCESS

The major issue concerning values education is whether specific values should be taught or whether the techniques of the valuing process are the proper end results of instruction. Some educators propose that there are certain transcultural values that the school is obligated to teach. They point out that it is the presence of a set of "core" values that provides stability of a culture in a time of rapid changes. Others say that it is because of such rapid change that no specific set of values can be prescribed; since values themselves are rapidly changing, the most productive instructional activity is the teaching of value-processing skills.

The writer of this module identifies himself more closely with those social studies educators who propose that the processes of clarifying values and resolving value conflicts are more appropriate objectives than the teaching of a specific, common set of values. Those who take this position agree that children should be given opportunities to inquire, examine, and discover the values he and others hold and the factors associated with their formation.

Raths, Harmin, and Simon, in their book, Values and Teaching,[1] forward the possibility that many of the classroom behavioral problems currently attributed to emotional disturbances might instead be seen as resulting from value disturbances. Could it be that the apathy, uncertainty, inconsistency, overconformity, and dissention so frequently displayed by pupils is a result of a confusion in values?

Raths and many others think that this is precisely the case; that many of the problems of today's classrooms are the result of pupils who have extreme difficulty in deciding what is good, what is right, what is desirable, and what is to be done with one's life and force.

Let us define values as those elements that show how a person has decided to use his life.[2] Put in another way, we might say that values constitute those ideas, ideals, or beliefs to which an individual or a group feels sufficient commitment that they will guide their behavior by those ideas, ideals, or beliefs.

> Because values are a part of living, they operate in very complex circumstances and usually involve more than simple extremes of right and wrong, good or bad, true or false. The conditions under which behavior is guided, in which values work, typically involve conflicting demands, a weighing and a balancing, and

[1]Raths, Louis E., Merrill Harmin and Sidney B. Simon, Values and Teaching, Charles E. Merrill Books,Inc., Columbus, Ohio. 1966.

[2]Ibid.

> finally an action that reflects a multitude of forces. Thus values seldom function in a pure and abstract form. Complicated judgments are involved and what is really valued is reflected in the outcome of life as it is finally lived.[3]

How does one obtain values? What is the process of valuing? The process identified by Raths and associates is built upon seven criteria; unless something satisfies all seven of the criteria, it cannot be called a value. All together, the seven criteria describe the process of valuing.

THE VALUE PROCESS

1. Choosing freely. Values, if they are to be prized by the individual must be the result of free choice. Values must be freely selected if they are to be really valued by the individual.

2. Choosing from among alternatives. A value can only result from situations in which more than one alternative is possible. If there are no alternatives, then there was no choice.

3. Choosing after thoughtful consideration of the consequences of each alternative. Only after consequences have been carefully examined can a value be held intelligently. This criteria helps prevent impulsive or thoughtless choices. Only when the consequences of alternatives are clearly understood can one make intelligent choices.

4. Prizing and cherishing. Values are those choices that we are proud to hold, those that have a positive valence in our philosophy of life.

5. Affirming. Values that have been chosen thoughtfully and freely are ones that the individual will admit publicly.

[3]Ibid., p. 27.

6. Acting upon choices. For a value to be present it must affect one's life--the books he reads, the friends he makes, the organizations he joins, how he spends his time. Affirming, then, is only part of the process. Talking about something and not doing anything about it reveals a lack of value.

7. Repeating. A value is likely to reappear in different situations at different times. Something that appears only once in an individual's behavior is not a value. Values have persistency.

In summary, values are based on three processes: choosing, prizing, and acting.

CHOOSING: (1) freely
(2) from alternatives
(3) after thoughtful consideration of the consequences of each alternative.

PRIZING: (4) cherishing, being happy with the choice
(5) willing to affirm the choice publicly

ACTING: (6) doing something with the choice
(7) repeatedly, in some pattern of life[4]

What does one do if he wants to put the valuing process to work in the classroom, if he wants to take on the task of helping children develop or clarify values? Going back to the seven criteria for a value, he would be advised to:

1. Encourage children to make choices, and to make them freely.
2. Help them discover and examine available alternatives when faced with choices.
3. Help children weigh alternatives thoughtfully, reflecting on the consequences of each.
4. Encourage children to consider what it is they prize and cherish.
5. Give them opportunities to make public affirmations of their choices.
6. Encourage them to act, behave, live in accordance with their choices.
7. Help them to examine repeated behaviors or patterns in their life.[5]

[4]Ibid., p. 30.
[5]Ibid., pp. 38-39.

Traditionally, we have tried to do the above things by setting an example, persuading and convincing, limiting choices, inspiring, setting rules, etc. While these techniques may help control behavior and even form attitudes, it is doubtful that they lead to values. Put simply, they have not worked very well.

The basic strategy proposed by Raths rests on a specific method of responding to what a student says or does. This strategy is called "the clarifying response." How often do we respond to pupils without really thinking about what we are saying? With clarifying responses, we definitely add a purpose to our verbal behavior. Clarifying responses are open-ended and can be directly related to one or another of the three basic valuing processes: choosing, prizing, and acting. (See summary on page 18 to see how the seven criteria fit into these three basic valuing processes.) For example:

Choosing:

Where do you suppose you first got that idea?
What else did you consider before you picked this?
Where will it lead?
Did you give that any thought?

Prizing:

Are you happy you feel that way?
Would you tell the class how you feel about that sometime?
Are you saying you believe...?

Acting:

Is there anything you can do about that?
Are there any organizations that you might join?
Will you do it again?

You can probably see by now that there are countless, purposeful responses that teachers can make to children that may help them form or clarify their values. In addition to the clarifying response, there are teaching strategies that can be used with children. Part III presents one such strategy. Additional suggestions are provided in the Appendix.

Activity 3

To illustrate that you understand the three basic valuing processes (choosing, prizing, and acting) and specific clarifying responses to get at each process, place the name of the correct process before each of the following teacher responses.

_____1. Do people know that you feel that way?
_____2. What would you do if other people disagree with you?
_____3. What good is it?
_____4. Did you decide that for yourself?
_____5. What are your plans for doing more?
_____6. Now if you do this, what might happen to that?
_____7. What choices did you throw away before you decided to pick this?
_____8. Are you willing to put any money behind your idea?
_____9. Would you say that aloud in a large crowd?
_____10. Will you try to get other people involved?
_____11. What's so really good about your choice?
_____12. What is your first step in doing that?
_____13. How much do you really want it?
_____14. What do your parents think about that?
_____15. Is it really important to you?

## PART III. A VALUING TEACHING STRATEGY

You will recall from Part II, the Valuing Process, that choosing from alternatives and choosing after thoughtful consideration of the consequences of each alternative are two components of the valuing process. This should tell us that our task, as teachers, is to help children identify alternatives of behavior when they find themselves in problem situations that require a value judgment (I could do this, or this, or this). But that is not enough. To prevent impulsive or thoughtless choices the teacher must help the child examine the consequences of each alternative (If I do this, what might happen?).

Presented in this section of the module is a teaching strategy built around an unfinished story that will help children identify alternatives to a problem situation and examine possible consequences of each alternative.

Read the unfinished story, "In Trouble," found on the next page. After reading the story ask yourself the following questions.

1. What could Willie do to solve his problem?
2. For each answer you can come up with to question 1, what might happen if Willie did that?

## In Trouble

Willie Johnson was in trouble! In school this morning he had thrown his paint water at Sue Nelligan and the teacher had become angry with him. "Why did you do that, Willie?" she asked. Willie couldn't tell her, because he really didn't know why himself. He knew that Sue had teased him a little, but that wasn't the real reason. He just didn't know! The whole thing put him in a bad mood. From then on, the entire day just went to heck.

In the afternoon he had pushed Tommy Grigsley in the recess line. He also had stamped his foot and yelled at the teacher. The teacher had become angry with him again. But this time she put a note to his mother on his jacket with a pin.

That note! He knew it was about his behavior in class during the day. He knew that when he got home his mother would read the note and give him some kind of punishment. Then his father would find out about it and he'd really get it!

On his way home from school Willie was thinking about what his father would do to him.

"Wow!" he thought. "I'll get killed if I take this note home. I'd better take it off and throw it away."

He was just about to do that when he remembered what had happened to Billy Beatty when he was sent home with a note. Billy had thrown his note away and was sent to the principal's office about it. Then Billy was in double trouble!

Wow! He <u>was</u> in trouble. He couldn't throw it away. What should he do? He had a problem, all right. He had to make a choice, but how should he choose? No matter what he did, the outcome didn't look too good! What should he do?

Fraenkel, Jack R. "Value Education in the Social Studies," <u>Phi Delta Kappan</u>, April, 1969, pages 457-461.

What might be the behavioral objectives of a lesson using this story?

BEHAVIORAL OBJECTIVES:

Given the information in the story, "In Trouble," students will:

1. state the alternatives open to Willie.
2. describe at least two things that might happen to Willie, depending on what course of action he decides to pursue; and how they think Willie would feel in each instance.
3. state what they would do if they were Willie, and explain why they think they would do this.
4. describe how they think they would feel if they did this.
5. state what they believe is a warranted generalization about how people feel in situations similar to Willie's.

After reading the story to the children, the teacher can ask the following questions to get at the above objectives.

1. What things might Willie do?
2. What might happen to him if he does these things? (Discuss each alternative.)
3. How do you think he'd feel, in each case if this happened?
4. If you were faced with this situation, what would you do?
5. How do you think you'd feel?
6. Basing your answer on how you've said you would feel, and how you think Willie felt, what can you say about how people feel in situations like this?

This strategy assumes, of course, that the teacher is open to any reasonable alternative given by pupils for the situation and that he is aware of several alternatives himself (in case

the children have trouble in identifying them).

Complete the form on the next page, using the story, "In Trouble," to demonstrate that you can identify and examine alternatives and consequences. (In the classroom, this part of the lesson, objectives 1 and 2, might be done on the blackboard using a form such as that presented here.)

PROBLEM:

| ALTERNATIVES | POSSIBLE CONSEQUENCES |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |

## TERMINAL ACTIVITY

Successful completion of this activity will signify that you have developed the competency to achieve terminal objective I A on page 2 of the module.

Part III of this module presented a teaching strategy for identifying alternatives to a situation and examining consequences of the alternatives. Prepare a lesson plan utilizing this strategy (use the form provided on the next page), and teach the lesson to pupils of a grade level of choice. (You may wish to delay the teaching of this lesson until completion of the next module in order to incorporate role-playing in the lesson.) Content for the unfinished story may be drawn from at least two sources.

1. Consult with your supervising teacher to determine a values problem that would be appropriate for the class to explore.

2. Examine the social studies unit that is now being studied by the pupils of your classroom. It is highly likely that some part of the unit will lend itself to such a values clarification lesson.

Write your own unfinished story for the lesson. Attach a copy of it to the terminal activity form. Be sure that there are several alternatives to the situation presented in your story.

TERMINAL ACTIVITY FORM
MODULE #5

Name:
Grade Level:
Date:

1. Behavioral Objectives:

2. Concept (Value):

3. Materials: Unfinished Story (Attach copy to this form)

4. Method of Presentation: Value-Clarifying Teaching Strategy

5. Procedure (follows behavioral objectives)

| Steps | Questions |
| --- | --- |
| | |

6. Evaluation:

# APPENDIX A

## UNFINISHED SENTENCES

Purpose: To help pupils explore some of his attitudes, beliefs, interests, etc.

Suggestions: After a sentence or sentences have been presented to the pupils, the teacher can go around the room giving each child a chance to verbally complete a sentence(s). Pupils may pass, that is, they do not have to respond. Discussion may follow.

Pupils can write responses to the unfinished sentences.

Examples:

1. In my spare time I like to....
2. If I had three wishes, I would wish for....
3. I can count on my friends to....
4. I want to learn to....
5. I like people who....
6. I believe....
7. My advice to the President would be....
8. If I could make two rules for my school, I would....
9. Someday, I want to be....
10. The hardest thing for me to do is....
11. I like myself because....
12. If I had three months to live, I would....
13. I admire_____because of his/her....
14. I don't think people should....
15. Make up several of your own.

# APPENDIX B

## THINGS I LOVE TO DO[1]

Ask students (teacher does it with them) to number from 1-20 on a paper. Then suggest they list, as rapidly as they can, 20 things in life which they really, really love to do. Stress that the papers will not be collected and "corrected," and that there is no right answer about what people should like. It should be emphasized that in none of values strategies should students be forced to participate. Each has the right to pass. Students may get strangely quiet; and, at first, they may even be baffled by such an unschoollike task as this. Flow with it, and be certain to allow enough time to list what they really love to do. Remember, at no time must the individual's privacy be invaded, and that the right of an individual to pass is sacrosanct.

When everyone has listed his 20 items, the process of coding responses can be started. Here are some suggested codes which you might ask the students to use:

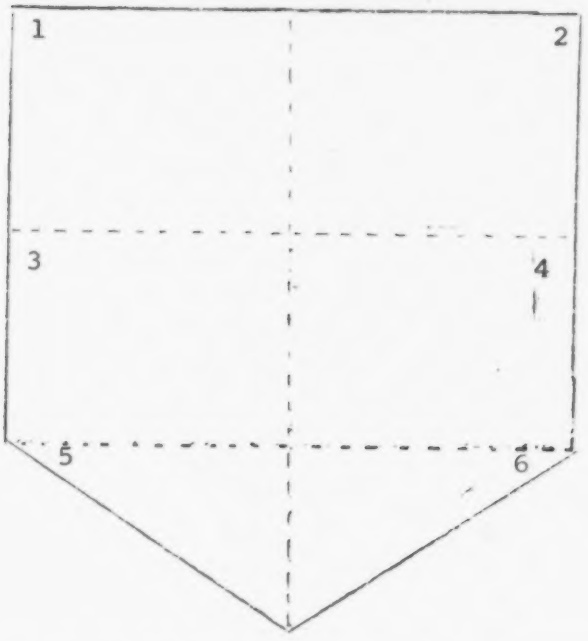
[1]Sidney B. Simon, "Values-Clarification vs. Indoctrination," Social Education, December, 1971, p. 903.

1. Place the $ sign by any item which costs more than $3, each time you do it.
2. Put an R in front of any item which involves some RISK. The risk might be physical, intellectual, or emotional. (Which things in your own life that are things you love to do require some risk?)
3. Using the code letters F and M, record which of the items on your list you think your father and mother might have had on their lists if they had been asked to make them at YOUR age.
4. Place either the letter P or the letter A before each item. The "P" to be used for items which you prefer doing ALONE. (Stress again that there is no right answer. It is important to just become aware of which are your preferences.)
5. Place a number 5 in front of any item which you think would not be on your list 5 years from now.
6. Finally go down through your list and place near each item the date when you did it last.

The discussion which follows this exercise argues more eloquently then almost anything else we can say for values-clarification.

APPENDIX C

PERSONAL COAT OF ARMS[1]




A coat of arms is a symbol of who you are. In medieval times this insignia was embroidered on the light garment worn over armor and usually symbolized the name or status of the bearer or his achievement or aspiration. Coats of arms came to distinguish families as well as individuals. Using this coat of arms or drawing your own, place the following in the appropriate section:

1. Draw two pictures. One to represent something you are very good at and one to show something at which you want to become better.
2. Make a picture to show one of your values about which you would never budge. This is one about which you feel extremely strong and which you might never give up.

[1]Sid Simon, "What Do You Value," Forum, J. C. Penneys Company, Spring/Summer Issue, 1972. (This issue of Forum can be obtained free of charge from the manager of a Penneys store.)

3. Draw a picture to show a value by which your family lives. Choose one that everyone in your family would probably agree is most important.
4. In this block, imagine that you could achieve anything you wanted to and that whatever you tried to do would be a success. What would you strive to do?
5. Use this block to show one of the values you wished all men would believe in and certainly one in which you believe in deeply.
6. In the last block, you can use words. Write four words which you hope people would say about you. What does your coat of arms tell you about yourself? About your family?

This exercise is designed to help you learn more about some of your most strongly held values and to learn the importance of publicly affirming what you believe in--that is, literally wearing your values out front on your shield.

# APPENDIX D

## VOTING

The teacher poses a question or series of questions, and students state their position by a show of hands.

Sample questions are:

1. How many of you have ever been seriously burned?
2. Anyone here ever own a horse?
3. How many think sometimes of dying or what death might be like?
4. I'd like to see how much loneliness is in this group. Vote either that you feel lonely often, sometimes, or seldom. How many feel lonely often? Sometimes? Seldom?
5. How many have a favorite political party? How many have no clear political ideas?
6. How many feel strongly about some religion or religious beliefs?
7. Who here watches television more than four hours a day on the average.
8. How many would want to be told if they had bad breath that was annoying to others?
9. How many of you have no fathers living in your home?[1]

Pupils need not discuss their positions. A simple vote can lead to a lot of productive thinking. But remember: a vote is permissive and not mandatory; a pupil may abstain from raising his hand whenever he wishes. Raths also suggests that voting may be centered around questions relating to a single issue or topic. For example:

[1] Louis E. Raths, Merrill Harmin and Sidney B. Simon, Values and Teaching, Charles E. Merrill Books, Inc., Columbus, Ohio, 1966, pp. 152-153.

1. How many people feel that a child in the sixth grade should get an allowance?
2. How many of you believe that there should be some work, some doing of chores, before a child gets an allowance?
3. How many of you believe that chores are something you should do anyhow, and that any money you get from your parents should come from special work, work beyond mere chores?
4. If you voted for allowances, how many think that a sixth grader should get more than one dollar a week?
   How many say between fifty cents and one dollar a week?
   How many vote for a number between twenty-five cents and fifty cents a week?
   How many think the allowance should be less than twenty-five cents?
5. How many think that every child in the family should get the same allowance?
6. How many people would be willing to buy their own clothes if their allowance were doubled?
7. Do you think an allowance should be for:
   A. recreation
   B. food
   C. saving for big things, like an archery set, etc.
   D. whatever you want
   E. school supplies[2]

[2] Ibid., p. 154.

# APPENDIX E

## SOURCES AND MATERIALS FOR TEACHING ABOUT VALUES

### Articles

"The American Family," Look, January 26, 1971.

Elementary Education Supplement, Social Education, January, 1967, pp. 39-47+.

"Guaranteeing the Values Component in Elementary School Social Studie "
"Values Teachin in the Middle and Upper Grades: A Rationale for Teaching but not Transmitting Values"
"Values and the Primary School Teacher"
"Using Learning Resources in Teaching Values"

Elementary Education Supplement, Social Education, May, 1971, pp. 490-506+.

"Law and Order: Conflict and Dissent - an Overview"
"Law and Order: Conflict and Dissent - The Teacher's Dilemma"
"Law and Order: Conflict and Dissent in the Primary Grades"
"Law and Order: The Policeman is Our Friend - Off the 'Pig'"

Elementary Education Supplement, Social Education, December, 1971, pp. 902-915.

"Values Clarification vs. Indoctrination"
"Examining Values in the Upper Grades"
"Instructional Media for Teaching about Values"

Fraenkel, Jack, "Value Education in the Social Studies," Phi Delta Kappan, April, 1969, pp. 457-461.

### Books

Chester, Mark and Robert Fox. Role Playing Methods in the Classroom. Chicago: Science Research Associates, Inc., 1966.

Hess, Robert D. and Judith V. Torney. The Development of Political Attitude in Children. Chicago: Aldene Publishing Company, 1967.

KrathWohl, David R., Benjamin S. Bloom, Bertram B. Masia, Taxonomy of Educational Objectives: Handbook II: Affective Domain, New York: David McKay, Inc., 1956.

Raths, Louis E., Merrill Harmin and Sidney B. Simon, Values and Teaching, Charles E. Merrill Books, Inc., Columbus, Ohio, 1966.

Shaftel, Fannie, and George Shaftel. Role Playing for Social Values: Decision Making in the Social Studies. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1967.

Simon, Sidney B., Leland W. Howe and Howard Kirschenbraum, New Strategies for Value Clarification, Values Associates, Upper Jay, New York, 1972.

## Materials

Arnspiger, C. V., J. A. Brill, and R. W. Rucker, The Human Values Series, Steck-Vaughn Company, Austin, Texas, 1970. (Series of textbooks based on values problems)

Lippitt R., R. Fox and Lucille Schaible, SRA Social Science Laboratory Units, Science Research Associates, Inc., Chicago, Ill.

Shaftel, Fannie and G. Shaftel, Value in Action: Role-Playing Problem Situations for the Intermediate Grades, distributed by Churchill Films, Los Angeles, California, 1969.

Shaftel, Fannie and G. Shaftel, People In Action: Role-Playing and Discussion Photographs for Elementary Social Studies. Holt, Rinehart, and Winston, Inc., New York, N. Y., 1970.

Shaftel, Fannie, and G. Shaftel, Words and Action: Role-Playing for Young Children, Holt, Rinehart and Winston, Inc., New York, N. Y., 1970.

EVALUATION FORM FOR SELF-INSTRUCTIONAL MODULES

Name_____ Date_____

Instructor_____ Course_____

Module Title_____

1. Approximately how many hours did it take you to complete this module_____.

2. Please check one square under each category (Usefulness & Difficulty) per row.

| | Usefulness | | | Difficulty | | |
|---|---|---|---|---|---|---|
| | Not Useful | Useful | Very Useful | Too Difficult | Too Easy | Just Right |
| 1. Introduction | | | | | | |
| 2. Module objectives | | | | | | |
| 3. Explanations & Definitions | | | | | | |
| 4. Examples - Illustrations | | | | | | |
| 5. Directions | | | | | | |
| 6. Activities | | | | | | |
| | | | | | | |

3. What should be added or deleted to improve this module? (Comment)

4. What degree of competence do you feel you now possess in understanding and being able to model (chart) a body of information?

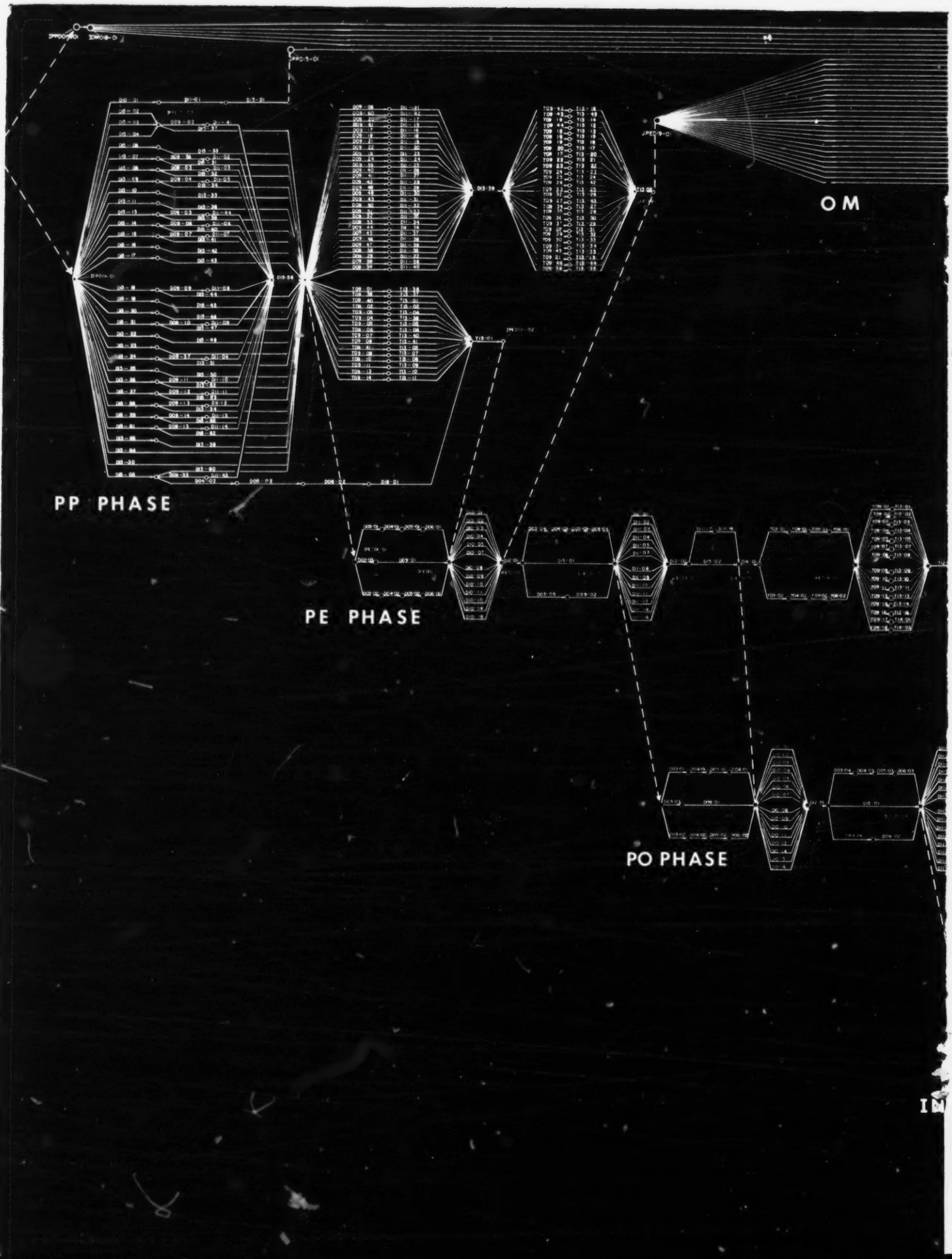
_____ Very Competent

_____ Marginally Competent (I feel I can do this but I think I may need more practice)

_____ Not Competent (I feel that I'm not able to do this.)

5. Have you completed modules for any other methods course at the University of Georgia? If so, list the courses below.

If you have completed modules in other courses, how would you rate this module in comparison to the others? (Comment)


OM
PP PHASE
PE PHASE
PO PHASE